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AUTHOR Degelman, Charles; Hayes, Bill

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ABSTRACT

This teacher's guide focuses on diversity and concentrates on issues of race and ethnicity. It is designed to provide instructional support for classroom use of "The Challenge of Diversity," (student text). The guide outlines recommended lesson sequences incorporating readings, directing discussions, and offering interactive activities, supported by 16 reproducible student handouts. Instructions for utilizing the 'Civil Conversation' feature, a culminating lesson, and a final assessment are included. Each lesson is structured with an overview; learning objectives; standards addressed in the lesson; preparations needed for the lesson; and step-by-step procedures for the lesson. Standards listed are National Standards for Civics and U.S. History. After an introduction and an overview, the guide is divided into the following chapters: (1) "The Ideal of Equality"; (2) "A Diverse Nation"; (3) "The Civil Rights Movement"; (4) "Issues and Policies"; and (5) "Bringing Us Together." (BT)

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CHALLENGE

OF

ADVANCED

TEACHER'S GUIDE

SO 031 464

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Haley J. Fromholz, President
Constitutional Rights Foundation

Jerome C. Byrne, Chairman
Constitutional Rights Foundation
Publications Committee

Editor and Content Design
Marshall Croddy

Writers
Charles Degelman
Bill Hayes

Reviewers
Jerome C. Byrne
Lee Edmon
Diana Hess
Michael W. Monk
Carolyn Pereira
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Marvin Sears
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Jo Ann Burton, Director of Development

Production
Michelle Ingram/Ingram Design Studio, Design
Andrew Costly, Production Manager
Navigator Press, Printing

Constitutional Rights Foundation
601 South Kingsley Drive
Los Angeles, CA 90005
(213) 487-5590
www.crf-usa.org

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The *Challenge of Diversity* is the third volume in the W.M. Keck Foundation Series, a series of educational publications that will address key challenges facing our democratic and pluralistic republic under the framework of the Constitution and its Bill of Rights.

The W.M. Keck Foundation, one of the nation's largest charitable foundations, primarily supports higher education, medical research, and science. The Foundation also maintains a Southern California Grant Program that provides support in the areas of civic and community services, health care, precollegiate education, and the arts. The Board of Directors of Constitutional Rights Foundation is grateful to the W.M. Keck Foundation for its vision and generosity.

The Challenge of Diversity
TEACHER'S GUIDE

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INTRODUCTION

This volume focuses on diversity in America. This vast subject might include race, ethnic groups, religion, gender, sexual orientation, disability, and other important topics. To provide as full a discussion as possible in this book's limited space, we have decided to concentrate on issues of race and ethnicity. In this volume, *The Challenge of Diversity*, we consider contributions made and challenges faced by our country's racial and ethnic communities.

This Teacher's Guide is designed to provide instructional support for classroom use of *The Challenge of Diversity*. The student text is organized into five major chapters.

1. The Ideal of Equality focuses on the constitutional and legal doctrines that developed to ensure blacks and other minority groups equal protection under the law.
2. A Diverse Nation provides a brief historical review of the experiences and struggles of various ethnic groups during the 19th and early 20th century.
3. The Civil Rights Movement covers the turbulent period between 1954 and 1972 that changed America. It examines the goals and strategies of social protest, landmark Supreme Court decisions, congressional civil rights legislation, and Mexican-American activism.
4. Issues and Policies explores current issues of diversity—affirmative action, reparations for slavery, multiculturalism, bilingual education, hate crimes, and evaluations of progress in race relations.
5. Bringing Us Together tells of governmental and grassroots efforts to bring people together. It provides case studies of successful school-based projects and introduces students to methods for planning and implementing their own project.

In addition to readings that provide a substantive focus on issues relating to diversity, each chapter contains these features:

- Points of Inquiry: Questions about the various texts to promote classroom thought and discussion.
- Civil Conversations: Brief readings that raise issues for structured discussions.
- Diversity Checklists: Short guides that give students tips on approaching issues of diversity.
- Profiles: Short biographies of individuals who illustrate America's ethnic diversity.

This Teacher's Guide and *The Challenge of Diversity* have been made possible by a generous grant from the **W.M. Keck Foundation** as part of a series that focuses on critical challenges facing America and its constitutional democracy as we enter the 21st century.

Overview of the Teacher's Guide

This Teacher's Guide provides recommended lesson sequences incorporating readings, directed discussions, and interactive activities supported by reproducible student handouts. Also included are instructions for utilizing the Civil Conversation feature, a culminating lesson, and a final assessment.

Each lesson is structured with an overview, learning objectives; standards addressed in the lesson; preparation needed for the lesson; and step-by-step procedures for the lesson.

The standards listed are National Standards for Civics and for U.S. History. Most states have adopted standards similar to these. In addition, all our lessons involve critical thinking and meet the National Standards for Thinking and Reasoning. Below are the six thinking and reasoning standards:

1. Understands and applies the basic principles of presenting an argument.
2. Understands and applies basic principles of logic and reasoning.
3. Effectively uses mental processes that are based on identifying similarities and differences (compares, contrasts, classifies).
4. Understands and applies basic principles of hypothesis testing and scientific inquiry.
5. Applies basic trouble-shooting and problem-solving techniques.
6. Applies decision-making techniques.

You can find the specifics under each standard at the web site of McREL, Mid-continent Research for Education and Learning: http://www.mcrel.org/standards-benchmarks/standardslib/think.html

Chapter 1: the Ideal of Equality

LESSON 1: INTRODUCTION

OVERVIEW

This lesson introduces students to *The Challenge of Diversity*. First, students read and discuss the introduction to the text. Then, in a newspaper search activity, they identify and discuss examples of diversity in their community, the nation, and the world.

OBJECTIVES

Students will be able to:

1. Describe the purpose of *The Challenge of Diversity* and its educational goals.
2. Identify discussions of diversity from local news sources and popular culture.

STANDARDS ADDRESSED

U.S. History Standards for High School:

> Understands economic, social, and cultural developments in the contemporary United States. Specifically:
>
> . . . Understands how recent immigration and migration patterns impacted social and political issues.
>
> . . . Understands major contemporary social issues and the groups involved, e.g., affirmative action, multiculturalism, bilingual education, and group identity and rights vs. individual rights and identity.

Civics Standards for High School:

> Understands the role of diversity in American life. Specifically:
>
> . . . Knows examples of conflicts stemming from diversity. . . .

PREPARATION

Bring to class six or seven recent editions of your local newspaper (include all sections and advertisements).

PROCEDURE

A. **Introduction:** Briefly review your planned unit of study using *The Challenge of Diversity*.

B. **Focus Discussion:** Hold a brief discussion about the phrase "America is a diverse nation." Ask students:

> What does this mean? (Have them give examples of diversity in America.)
>
> How does diversity benefit America?
>
> What challenges does diversity present to America?

C. **Reading and Discussion:** Have students read **Introduction** on page 4. Ask students to describe the focus and major sections of *The Challenge of Diversity*. Discuss any questions they might have.

Note: Be sure to acknowledge that diversity can include much more than racial and ethnic diversity, e.g. religion, gender, sexual orientation, disability. You may want to explain that to provide students with an in-depth exploration of the topic, *The Challenge of Diversity* focuses on racial and ethnic diversity.

D. **Small-Group Activity: Newspaper Diversity Search**

Step 1. Explain to students that since they are studying racial and ethnic diversity, it is important to understand how it affects their own community. Tell them that the newspaper is an excellent resource for finding out.

Step 2. Divide the class into small groups of four or five students and give each group a newspaper, scissors, and marking pens.

Step 3. Have students work in their groups to skim the newspapers for articles, features, cartoons, photos, film, television, and book notices and reviews, and advertisements related to racial and ethnic diversity. Students should clip and mark each relevant article.

Step 4. Have each group report its examples and write them on the board. When all groups have reported, debrief the activity by asking:

- Which articles dealt with conflicts between groups? What problems of diversity are there?
- Which articles dealt with laws or proposed laws?
- Did any of the articles mention groups that are working on diversity issues? What groups are mentioned?

- Do you think the newspaper covered issues of diversity well? Why or why not?
- How do you think newspapers could improve their diversity coverage?

EXTENSION

Have students monitor local television news broadcasts to determine how diversity issues are covered. Ask students to log newscast stories reported in the order they were shown. Then lead a class discussion to determine how each newscast covered the diversity categories described in the newspaper search above.

LESSON 2: THE CONSTITUTION AND SLAVERY

OVERVIEW

America has always been a diverse society and one of its first problems of diversity involved slavery. In this lesson, students examine the Constitutional Convention and how the framers handled the issue of slavery. First, students read and discuss an article on slavery and the Constitutional Convention. Then students imagine that they are delegates to one of the ratifying conventions that followed the Constitutional Convention. As homework, they prepare speeches on whether the Constitution should be adopted even though it contains compromises on slavery. In class, they present their speeches in small groups and each group selects one person to present a speech to the class.

OBJECTIVES

Students will be able to:

1. Explain at least two of the compromises on slavery that took place at the Constitutional Convention.
2. Develop arguments on whether the Constitution should be adopted even though it contains concessions to the South on slavery.

STANDARDS ADDRESSED

U.S. History Standards for High School:

Understands the ideas shaping the American revolutionary movement. Specifically:

. . . the arguments of advocates and opponents of slavery from different regions

Understands the institutions of government created during the Revolution. Specifically:

. . . the interests of regions on compromises at the Constitutional Convention.

Civics Standards for High School

Understands the various purposes that constitutions serve. Specifically:

. . . Understands how constitutions, in the past and present, have been disregarded or used to promote interests of a particular faction (e.g., slavery).

Understands the central ideas of American constitutional government and how this form of government has shaped the character of American society. Specifically:

. . .Knows major historical events that led to the creation of limited government in the United States (e.g., Declaration of Independence, Articles of Confederation, U.S. Constitution).

Understands issues concerning the disparities between ideals and reality in American political and social life. Specifically:

. . . Knows discrepancies between American ideals and the realities of American social and political life.

PREPARATION

You will need a copy of **Handout A** for each student.

PROCEDURE

A. **Focus Discussion:** Write the following on the board:

> We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.

Hold a brief discussion about the phrase "all men are created equal." Ask students:

- Where does this phrase come from? (The Declaration of Independence)
- What does it mean?

B. **Reading and Discussion:** Ask students to read **The Constitution and Slavery** on page 6. Conduct a class discussion using the **Points of Inquiry** questions on page 7.

1. The Constitution never mentions the word "slave" or "slavery." Whenever the subject arises, other words are used ("such Persons," "other Persons," "Person held to Service or Labour"). Why do you think the framers avoided these words?
2. Some 19th century opponents of slavery considered the Constitution a pro-slavery document. Do you agree? Explain.

C. **Homework Assignment:** Distribute **Handout A—The Debate** to each student. Review the handout's assignment, answer any questions, and give students a due date.

D. **Small-Group Activity: Speech**

Step 1. On the due date, ask students to prepare to give their speeches.

Step 2. Divide the class into six groups. Tell students to deliver the speeches to their group. Inform students that after they listen to the one-minute speeches, they should decide on one person whose speech they want delivered to the whole class.

Step 3. Have the six students selected by each group deliver their speeches to the class. When they finish, ask the class to vote on whether the compromises on slavery should stop the Constitution from being adopted. Ask all students to turn in copies of their speeches.

Step 4. Debrief the activity by asking which were the strongest arguments on each side.

CIVIL CONVERSATION

As an additional activity, conduct a Civil Conversation using the reading on page 8 and the procedures outlined on page 25 of this guide.

LESSON 3: MOVING TOWARD EQUALITY UNDER LAW

OVERVIEW

In this lesson, students examine events in the 19th century leading up to and following the adoption of the Civil War amendments. First, students read and discuss an article on the issue of slavery in the 19th century and the adoption of the Civil War amendments. Then in small groups, students role play a congressional committee developing a plan to help the newly freed slaves following the Civil War. If you are teaching U.S. history, we recommend using this lesson prior to a unit on Reconstruction.

OBJECTIVES

Students will be able to:

1. Identify several events leading up to the Civil War.
2. Design a plan for helping the freed slaves following the Civil War.

STANDARDS ADDRESSED

U.S. History Standards for High School:

> Understands the causes of the Civil War. Specifically:
>
> > . . . the events that polarized the North and the South over slavery (e.g., the Missouri Compromise, the Kansas-Nebraska Act)

Civics Standards for High School:

> Understands the various purposes that constitutions serve. Specifically:
>
> > . . . Understands how constitutions may be used to preserve core values and principles of a political system or society.
>
> Understands the role and importance of law in the American constitutional system and issues regarding the judicial protection of individual rights. Specifically:
>
> > . . . Knows historical . . . illustrations of the idea of equal protection of the laws for all persons (e.g., the 14th Amendment).
> >
> > . . . Knows historical . . . instances in which judicial protections have not been extended to all persons . . . .

PROCEDURE

A. **Focus Discussion:** Remind students that although many of the delegates to the Constitutional Convention opposed slavery, they did not restrict slavery in the Constitution. Ask students what consequences this may have had on the nation. Hold a brief discussion.

B. **Reading and Discussion:** Ask students to read **Moving Toward Equality Under Law** on page 9. Conduct a class discussion using the **Points of Inquiry** questions on page 10.

1. What is the role of the U.S. Supreme Court?
2. What were the Civil War amendments? What methods did the South use to get around them?
3. What, if anything, do you think the North should have done to help the newly freed slaves following the Civil War?

C. **Small-Group Activity: Brainstorming**

Step 1. Remind students that despite the enactment of the Civil War amendments and the occupation of federal troops until 1877, the South quickly adopted legalized segregation following Reconstruction.

Step 2. Divide students into groups of three or four. Ask them to imagine that the year is 1865, the Civil War has just ended, and they are members of a special congressional committee in charge of Reconstruction. Tell them that they should develop a plan for helping the newly freed slaves. Tell them that their plan should be able to generate support in both the North and South.

Step 3. Write on the board the following steps that each group should take:

1. Brainstorm ideas.
2. Discuss the ideas and choose the best ones.
3. Develop a plan.
4. Prepare to present your plan to the class.

Step 4. Tell students the time they have to perform these tasks.

Step 5. Call time. Ask the groups to report on their plans. Allow students to ask questions and comment on each plan.

Step 6. Debrief the activity by asking which plans they think are the best and why.

EXTENSION

This lesson is closely related to **Lesson 11: Reparations for Slavery?** on Teacher's Guide p. 17. If students are highly interested, you might consider doing this lesson next.

Chapter 2: A Diverse Nation

LESSON 4: A DIVERSE NATION

OVERVIEW

In this lesson, students explore five brief histories of various immigrant groups. (These histories focus mainly on the 19th and early 20th centuries.) First, students read and discuss the histories. This can be done either by having all students read and discuss each article or by dividing the class into five groups, with each group responsible for reading and reporting to the class on their history. Then students research and write on the immigration history and accomplishments of an important American.

OBJECTIVES

Students will be able to:

1. Define race, culture, and ethnicity.
2. Describe a variety of immigrant experiences.
3. Research and write a narrative account of a current or historical American's immigrant experience and accomplishments.

STANDARDS ADDRESSED

U.S. History Standards for High School:

Since these readings cover much of U.S. history, many different standards are addressed including those that deal with Spanish settlement in the Americas; slavery; the Treaty of Guadalupe Hidalgo; the Alamo; the treatment of Mexicans loyal to the Texas Revolution; immigration and growing cultural diversity in the late 19th century; the movement to restrict immigration; influences on African, Native, Asian, and Hispanic Americans; the "Great Migration" of African Americans to northern cities; and the contribu-

tion and treatment of minorities during World War II.

Civics Standards for High School:

Understands the role of diversity in American life. Specifically:

. . . Knows how the racial and ethnic diversity of American society has influenced American politics through time.

. . . Knows examples of conflicts stemming from diversity, and understands how some conflicts have been managed and why some of them have not yet been successfully resolved.

PREPARATION

You will need a copy of **Handout B** for each student.

Lesson 4 applies to all five readings in **A Diverse Nation**. You can assign all five readings to the class or assign one reading to each of five small groups. Small-group study might include a research assignment where students become "experts" on their assigned immigrant group. Groups could then report their findings to the class in presentations or round-table discussions.

PROCEDURE

A. **Focus Discussion:** Write the words "race," "culture," and "ethnicity" on the board. Explain to students that these words describe human characteristics that are often confused with one another. Ask students to read **Culture, Race, and Ethnicity** on page 13. When they finish, hold a brief discussion by asking students:

- What is the difference between race and culture?
- What is ethnicity?
- What are some ethnic groups in America?

B. **Reading and Discussion:** Assign students to read one or all five of the sections in **A Diverse Nation** on page 11. Conduct a class discussion using the **Points of Inquiry** at the end of each section. If student groups have become "experts" on one immigrant group, ask them to share their additional knowledge with the rest of the class.

Points of Inquiry for "The First Americans"

1. What were some cultural differences between Native American and the newly arrived Europeans of the 1500s?
2. How did Europeans and Native Americans both benefit and suffer from the interchange between the two cultures?
3. What was the long-term outcome of the meeting of these cultures? Do you think this outcome was inevitable? Why or why not?

Points of Inquiry for "The Black Experience"

1. Describe some of the struggles that African Americans have faced.
2. Name some African cultural influences that have been absorbed into American society. Which do you think are most important? Why?

Points of Inquiry for "The Mexican-American and Latino Experience"

1. What is a Latino? A Chicano? A Hispanic?
2. In what ways is Mexican-American immigration to the United States unique?
3. What do you think are the most important contributions Latinos have made to American society?

Points of Inquiry for "Asian-American Immigrants"

1. What caused Chinese, Japanese, and Filipinos to immigrate to the United States?
2. How were their experiences in America similar? How were they different?
3. What forms of official discrimination did these groups face? How do you think people at the time justified this discrimination?

Points of Inquiry for "European Immigration: Irish, Jews, and Italians"

1. What caused these various European groups to immigrate to America?
2. What are *padrones*? What did they do?
3. How were the experiences of Irish, Jewish, and Italian immigrants similar? How were they different?

C. **Individual Activity: Biographical Profile**

Step 1. Tell students that they are going to research and write biographical profiles about famous American from different ethnic groups.

Step 2. Distribute **Handout B—Biographical Profile** to each student. Review the handout and **Diversity Checklist: BIO** on page 20 of the student materials. Assign each student a person to report on.

Note: Some of the people on the list are profiled briefly in the student book.

Step 3. Give students a deadline for the assignment. On the day of the deadline, collect the papers, grade them, turn them back to students. Inform students that their oral presentations to the class will be spread throughout the remainder of the time you spend on *The Challenge of Diversity*. Tell individual students a few days in advance of when you want their presentations.

CIVIL CONVERSATION

As an additional activity, conduct a Civil Conversation using the reading on page 13 and the procedures outlined on page 25 of this guide.

Chapter 3: The Civil Rights Movement

LESSON 5: SOCIAL PROTESTS

OVERVIEW

In this lesson, students examine the civil rights movement of the 1950s and '60s. First, students read and discuss a short history of the civil rights movement. Next, in a small-group activity, students apply a diversity checklist to four hypothetical case studies involving contemporary problems of diversity.

OBJECTIVES

Students will be able to:

1. Recall significant protests during the civil rights movement.
2. Analyze various protest tactics used by the civil rights movement.
3. Develop plans of action for hypothetical contemporary problems of diversity.

STANDARDS ADDRESSED

U.S. History Standards for High School:

> Understands the struggle for racial and gender equality and for the extension of civil liberties. Specifically:
>
> . . . Understands how diverse groups united during the civil rights movement (e.g., the escalation from civil disobedience to more radical protest).

Civics Standards for High School:

> Understands the essential characteristics of limited and unlimited governments. Specifically:
>
> . . . Understands how civil society allows for individuals or groups to influence government in ways other than voting and elections.
>
> Understands the roles of voluntarism and organized groups in American social and political life. Specifically:
>
> . . . Knows the historical and contemporary role of various organized groups in politics.
>
> Understands how participation in civic and political life can help citizens attain individual and public goals. Specifically:
>
> . . . Knows historical . . . examples of citizen movements seeking to . . . insure the equal rights of all citizens . . . (e.g., civil rights movement).

PREPARATION

You will need a copy of **Handout C** for each student.

PROCEDURE

A. **Focus Activity:** Write on the board "famous people," "demonstrations or protests," "court cases," and "laws." Ask students: "What famous people, demonstrations, court cases, or laws do you know about from the civil rights movement of the 1950s and '60s?" As students come up with answers, write them under the proper category on the board. When they finish brainstorming, point out to students that the civil rights movement can be divided into three parts—the social protests, courtroom struggles, and legislative action. Tell them that they are going to find out about all three parts.

B. **Reading and Discussion:** Ask students to read **Social Protests** on page 25. Hold a class discussion using the **Points of Inquiry** on page 29.

   1. What do you think were the most effective protest strategies used during the civil rights movement? Why?

2. During the civil rights movement, Martin Luther King stressed the involvement of many groups and reached out to people of all colors in the struggle for equality. In contrast, the black power movement focused on organizing blacks, sometimes to the exclusion of other groups. What are the strengths and weaknesses of each approach: Which do you think is more effective? Why?

C. **Small-Group Activity: Solving Problems of Diversity**

Step 1. Tell students that in this activity, they are going to role play community groups addressing contemporary problems of diversity. Stress that the problems of today are different than the problems in the South in the 1950s and probably call for different tactics.

Step 2. Divide the class into groups of two to three students. Tell students that they are going to use **Diversity Checklist: A B L E** on page 28 to help them address problems of diversity. Review the checklist with students.

Step 3. Distribute **Handout C—Addressing Problems of Diversity Today** to each student. Review the handout instructions and answer any questions they may have. Monitor each group's progress during the activity.

Step 4. Call on groups to tell how they would solve Case #1. Let class members discuss each group's solution. Repeat for each case.

Step 5. Debrief the activity by asking students the following questions:

- What problems in race relations exist in America today? How are these problems different from the 1950s? How are they similar?
- Do you think that the tactics and strategies that civil rights activists used in the 1950s and '60s would apply to today's racial and ethnic conflicts? Why or why not?

LESSON 6: IN THE COURTS

OVERVIEW

In this lesson, students explore how the courts have interpreted the 14th Amendment to guarantee equal protection of the laws to racial minorities. First, students read and discuss an article on how the civil rights movement used the courts to overturn legal segregation. Then in pairs, students analyze hypothetical cases using a 14th Amendment checklist.

OBJECTIVES

Students will be able to:

1. Explain how the civil rights movement used the courts to overturn legal segregation.
2. Apply the 14th Amendment's equal protection clause to hypothetical situations.

STANDARDS ADDRESSED

U.S. History Standards for High School:

Understands the struggle for racial equality. Specifically:

. . . the connection between Supreme Court decisions (e.g., *Plessy v. Ferguson* and *Brown v. Board of Education*) and the civil rights movement.

Civics Standards for High School:

Understands the various purposes that constitutions serve. Specifically:

. . .Understands how constitutions can be vehicles for change and for resolving social issues (e.g., use of the 14th Amendment to the U.S. Constitution in the civil rights movement of the 1950s and 1960s).

Understands the role and importance of law in the American constitutional system and issues regarding the judicial protection of individual rights. Specifically:

. . . Knows historical and contemporary illustrations of the idea of equal protection of the laws for all persons (e.g., the 14th Amendment).

. . . Knows historical . . . instances in which judicial protections have not been extended to all persons and instances in which

judicial protections have been extended to those deprived of them in the past.

Understands issues regarding personal, political, and economic rights. Specifically:

. . . Knows major documentary sources of rights such as court decisions.

PREPARATION

You will need a copy of **Handout D** for each pair of students.

PROCEDURE

A. **Focus Discussion:** Tell students that the civil rights movement achieved some of its greatest victories in court. Inform them that the Supreme Court struck down segregation laws as violating the 14th Amendment's guarantee of equal protection of the laws. Ask students what "equal protection of the laws" means. Hold a brief discussion.

B. **Reading and Discussion:** Ask students to read **In the Courts** on page 30. Conduct a class discussion using the **Points of Inquiry** questions on page 34.

1. What was the decision in *Plessy v. Ferguson*? Why was it important?
2. Why do you think NAACP attorneys chose graduate schools as their first line of attack on the doctrine of separate but equal?
3. Why do you think the court scrutinizes most closely classifications based on race and ethnicity? Do you think these classifications deserve more attention than others? Explain.

C. **Paired Activity: Equal Protection Analysis**

Step 1. Inform students that the last part of the article they read summarized how courts analyze equal protection cases. Tell them this analysis is distilled in **Diversity Checklist: SCOPE** on page 33. Ask them to read this. When they finish reading, discuss each step in the analysis.

Step 2. Inform students that in this activity they are going to act as justices of the U.S. Supreme Court deciding three equal protection cases. Divide students into pairs. Distribute **Handout D—Equal Protection of the Laws** to each pair. Review the instructions and give and give them time to complete their tasks.

Step 3. When they finish, ask those pairs to stand who think case #1 violates the 14th Amendment. Ask for reasons from those standing and sitting. (See **Issues That Should Be Discussed in Each Case** below for the issues raised by each case.)

Step 4. Repeat the process for the remaining cases.

Step 5. Debrief by discussing these questions:

- What do you think the court means by a "compelling reason"?
- Why do you think the court imposes the highest level of scrutiny on laws that affect racial and ethnic groups? Do you think it should? Explain.

Issues That Should Be Discussed in Each Case

When discussing these cases, it's probably best to have students go step-by-step through the analysis provided in SCOPE, the diversity checklist. Below are the major points that you should be sure to discuss.

Case #1: The state is classifying people into racial and ethnic groups for the purpose of determining who gets admitted to the elementary school. The major issue here is: Does the state have a compelling interest in doing this?

Case #2: The case seems to meet all the requirements for violating the 14th Amendment except one—state action. Unless students can somehow make the argument for state action in this case, there is no violation of the 14th Amendment.

Case #3: The state is classifying people into racial groups to determine who gets pulled over by police. The major issue here is: Does the state have a compelling interest in doing this?

LESSON 7: CONGRESS ACTS

OVERVIEW

In this lesson, students examine the Civil Rights Act of 1964 and the Voting Rights Act of 1965, the two most important pieces of legislation passed during the civil rights years. First, students read and discuss an article on these two acts. Then students write an opinion piece on what problems of discrimination still exist in America and whether legislation or other methods can remedy these problems.

OBJECTIVES

Students will be able to:

1. Explain the importance of the Civil Rights Act of 1964 and Voting Rights Act of 1965.
2. Produce an opinion essay on what problems of discrimination exist in America and whether legislation can remedy these problems.

STANDARDS ADDRESSED

U.S. History Standards for High School:

> Understands the struggle for racial equality. Specifically:
>
> > . . . the connection between legislative acts and the civil rights movement.
>
> Understands domestic policies in the post-World War II period. Specifically:
>
> > . . . Understands characteristics of the Johnson presidency (e.g., how Johnson's presidential leadership contrasted with and was affected by the Kennedy legacy).

Civics Standards for High School:

> Understands issues concerning the disparities between ideals and reality in American political and social life. Specifically:
>
> > . . . Knows historical . . . efforts to reduce these disparities (e.g., civil rights legislation and enforcement).
>
> Understands the role and importance of law in the American constitutional system and issues regarding the judicial protection of individual rights. Specifically:
>
> > . . . Knows historical . . . illustrations of equal protection of the laws for all persons (e.g., equal opportunity legislation).

PROCEDURE

A. **Focus Discussion:** Ask students: "Can laws do anything to prevent discrimination?" Hold a brief discussion.

B. **Reading and Discussion:** Ask students to read **Congress Acts** on page 34. Conduct a class discussion using the **Points of Inquiry** questions on page 36.

   1. What did the Civil Rights Act of 1964 and Voting Rights Act of 1965 do? Why do you think they were effective?
   2. What problems of discrimination exist in America today? Do you think laws can remedy these problems? Explain.

C. **Writing Activity: What Can Be Done About Problems of Discrimination Today?**

   Step 1. Ask students to imagine they are editorial writers for the local newspaper. Tell them their assignment is to write an editorial on what can be done about problems of discrimination in America today.

   Step 2. Explain that their opinion piece should address these questions:

   - What problems of discrimination still exist in America?
   - What can be done about these problems? Specifically they should address whether legislation can affect the problems they describe. If they believe it can, they must tell what laws need to be passed or enforced and why they will help. If they believe legislation cannot help, they must explain why and tell what they think can help.

   Step 3. After students have turned in their papers, debrief by holding a discussion based on the questions addressed in their opinion pieces.

LESSON 8: THE CHICANO MOVEMENT

OVERVIEW

In this lesson, students explore an often overlooked part of the civil rights movement, the Chicano movement. First, they read and discuss an article on the Chicano rights movement. Then, in small groups, students role play legislative advisers who must form an opinion about a hypothetical farm workers program.

OBJECTIVES

Students will be able to:

1. Recall significant aspects of the Chicano rights movement.
2. Evaluate the pros and cons of a hypothetical contemporary farm workers program.

STANDARDS ADDRESSED

U.S. History Standards for High School:

> Understands the struggle for racial equality. Specifically:
>
> . . . Understands how diverse groups united during the civil rights movement (e.g., the issues and goals of the farm labor movement and La Raza Unida).

Civics Standards for High School:

> Understands issues concerning the disparities between ideals and reality in American political and social life. Specifically:
>
> . . . Knows historical . . . efforts to reduce discrepancies between ideals and reality in American public life.
>
> Understands the role of diversity in American life. Specifically:
>
> . . . Knows examples of conflicts stemming from diversity . . . .

PREPARATION

You will need a copy of **Handout E** for each student.

PROCEDURE

A. **Focus Discussion:** Hold a discussion on the Mexican-American saying: "We didn't cross the border; the border crossed us." Ask students what this saying means. Try to elicit that Mexicans occupied the Southwest before the area became part of the United States and that the U.S.-Mexico border has given rise to a number of immigration issues, including that of migrant farm workers.

B. **Reading and Discussion:** Ask students to read **The Chicano Movement** on page 37. Conduct a class discussion using the **Points of Inquiry** on page 39.

1. What non-violent strategies did Cesar Chavez employ in his work with the United Farm Workers?
2. How did Reies Lopez Tijerina justify his takeover of government land in New Mexico in 1967? Do you agree? Explain.
3. What reasons did Los Angeles high school students give for walking out of their classrooms in 1968? Do you think such walkouts are ever justified? Explain.

C. **Small-Group Activity—Legislative Adviser**

Step 1. Divide the class into small groups of three or four students.

Step 2. Explain to students that in this activity, they are going to take the role of advisers to a member of the U.S. Congress. Congress is going to vote on a proposal to establish a guest-worker program making it easier for farmers to recruit Mexican citizens as temporary workers in the United States.

Step 3. Distribute **Handout E—Legislative Adviser** to each student. Review the guest-worker proposal and the arguments for and against its passage into law. Tell them they can also refer to the part of the article on the farm workers' union. Give students time to complete the assignment.

Step 4. When they finish, ask which groups support the guest-worker proposal. Ask for their reasons. Ask which groups oppose the guest-worker proposal and for their reasons.

Step 5. Debrief the activity by asking which arguments on both sides were the strongest.

Chapter 4: Issues and Policies

LESSON 9: HOW MUCH PROGRESS HAVE WE MADE IN RACE RELATIONS?

OVERVIEW

In this lesson, students examine evaluate how much progress has been made in race relations in the last 30 years. First, students read and discuss an article that looks at two opposing views on race relations in America. Then as a homework assignment, students interview other people about how much progress has been made in their lifetime. Finally, students compare and discuss the results.

OBJECTIVES

Students will be able to:

1. Evaluate conflicting opinions on the debate over whether race relations are improving in the United States.
2. State and support an opinion on this issue.

STANDARDS ADDRESSED

U.S. History Standards for High School:

> Understands economic, social, and cultural developments in the contemporary United States. Specifically:
>
> > . . . the current debate over to what degree America has made progress in race relations.

Civics Standards for High School:

> Understands issues concerning the disparities between ideals and reality in American political and social life. Specifically:
>
> > . . . Knows discrepancies between ideals and realities of American life (e.g., ideal of equal opportunity and the reality of unfair discrimination).

PREPARATION

You will need a copy of **Handout F** for each student.

PROCEDURE

A. **Focus Discussion:** Ask students: "Are race relations in the United States getting better or worse? Why?" Hold a brief discussion.

B. **Reading and Discussion:** Ask students to read **How Much Progress Have We Made in Race Relations** on page 40. Conduct a class discussion using the **Points of Inquiry** questions on page 43.

1. With the same facts and statistics available to them, Hacker, the Thernstroms, and many others look at race relations in America and come to very different conclusions. What do you think accounts for these different perspectives?
2. What are the strongest points Hacker makes?
3. What are the strongest points the Thernstroms make?
4. Do you believe our nation has made much progress in race relations since 1968? Explain.

C. **Homework Assignment:** Distribute **Handout F—Measuring Progress** to each student. Review the handout's assignment, answer any questions, and give them a due date to write on the handout.

D. **Whole-Group Discussion**

Step 1. On the due date, ask students to take out their assignments.

Step 2. Gather their findings. Ask, by a count of hands, if the person they interviewed aged 60 or older felt that race relations had improved, had stayed the same, had gotten worse. Record the answers on the board. Repeat this for each age group (don't ask for the students' opinions yet).

Step 3. Analyze the findings. Ask students to explain the similarities and differences between the age groups.

Step 4. Ask students for their opinion on whether race relations are getting better or worse. Ask if anyone's opinion changed during the interviews and why.

Step 5. Ask students to turn in their assignments.

EXTENSION

Have students take an opinion poll on whether race relations are improving in the school, the community, or nation. Review with students that several factors greatly affect the accuracy of opinion polls:

(1) the larger the sample, the more accurate it is.

(2) the sample ordinarily must be random (e.g., for school, they could survey every fifth person in the lunch line, five home rooms chosen at random, or students selected in some random way).

(3) the questions and questioner must not elicit a particular response.

LESSON 10: AFFIRMATIVE ACTION

OVERVIEW

In this lesson, students examine issues surrounding affirmative action. First, students read and discuss an article on affirmative action. Then in small groups, students role play a board of regents for a state university system that is considering replacing its current affirmative action program with two alternatives.

OBJECTIVES

Students will be able to:

1. Summarize arguments surrounding the debate over affirmative action.
2. Use a rubric to analyze three policies.
3. Decide on the best policy and give reasons for their decision.

STANDARDS ADDRESSED

U.S. History Standards for High School:

> Understands economic, social, and cultural developments in the contemporary United States. Specifically:
>
> > . . . the current debate over affirmative action.

Civics Standards for High School:

> Understands the major responsibilities of the national government for domestic and foreign policy. . . . Specifically:
>
> > . . . Understands competing arguments concerning the role of government in major areas of domestic and foreign policy.
>
> Understands the formation and implementation of public policy. Specifically:
>
> > . . . Knows a public policy issue well enough to identify the major groups interested in that issue and explain their respective positions.
>
> Understands issues regarding personal, political, and economic rights. Specifically:
>
> > . . . Understands contemporary issues that involve economic rights such as affirmative action.
> >
> > . . . Knows documentary sources of rights such as the court decisions.
>
> Understands the role of diversity in American life and the importance of shared values, political beliefs, and civic beliefs in an increasingly diverse American society. Specifically:
>
> > . . . Knows why constitutional values and principles must be adhered to when managing conflicts over diversity.

PREPARATION

You will need a copy of **Handout G** for each student.

PROCEDURE

A. **Focus Discussion:** Ask students: "What is affirmative action?" Hold a brief discussion.

B. **Reading and Discussion:** Ask students to read **Affirmative Action: Should It Continue?** on page 44. Conduct a class discussion using the **Points of Inquiry** questions on page 48.

1. What is affirmative action? What is its purpose?
2. Polls indicate that people's opinion on affirmative action is highly correlated to their opinion on how much discrimination still exists in America. Why do you think this might be?
3. What are the strongest arguments against preferences? What are the strongest arguments in favor of them?
4. Do you think preference programs should be continued? Explain.

C. **Small-Group Activity: Regents**

Step 1. Tell students that affirmative action, particularly in colleges, is one of the hottest policy debates around the country. Tell them that they will be taking part in a role play and evaluating competing policies using the **Diversity Checklist: GRADE** on page 47. Briefly review GRADE.

Step 2. Divide students into groups of three or four. Ask them to imagine that they are the board of regents for their state's university system. Distribute **Handout G—Regents** and review the instructions. Tell students that reviewing **Affirmative Action: Should It Continue?** will help them with their assignment. Give them time to complete the assignment.

Step 3. Ask how many groups favored option #1. Have them give their reasons. Let other groups comment. Repeat this process for options #2 and #3.

Step 4. Debrief the activity by having students vote on the three options and discuss the vote.

LESSON 11: REPARATIONS FOR SLAVERY

OVERVIEW

In this lesson, students explore the pros and cons of paying reparations for slavery. First, students read and discuss an article on reparations. Then in small groups, students role play a presidential commission making recommendations on reparations.

OBJECTIVES

Students will be able to:

1. State arguments supporting and opposing reparations for slavery.
2. Evaluate options on reparations.

STANDARDS ADDRESSED

U.S. History Standards for High School:

> Understands economic, social, and cultural developments in the contemporary United States. Specifically:
>
> > . . . Understands major contemporary social issues and the groups involved.

Civics Standards for High School:

> Understands the role of diversity in American life and the importance of shared values, political beliefs, and civic beliefs in an increasingly diverse American society. Specifically:
>
> > . . . Knows examples of conflicts stemming from diversity, and understands how some conflicts have been managed and why some of them have not yet been successfully resolved.
>
> Understands the formation and implementation of public policy. Specifically:
>
> > . . . Knows a public policy issue at the . . . national level well enough to identify the major groups interested in that issue and explain their respective positions.

PREPARATION

You will need a copy of **Handout H** for each student.

PROCEDURE

A. **Focus Discussion:** Hold a brief discussion with students by asking the following questions:

- What are reparations? (Compensation, usually monetary, for wrongs or injuries.)
- When do you think reparations are appropriate?

B. **Reading and Discussion:** Ask students to read **Reparations for Slavery?** on page 49. Conduct a class discussion using the **Points of Inquiry** questions on page 51.

1. After the passage of the 13th Amendment following the Civil War, should the former slaves have been granted reparations?
2. How are reparations for black slavery similar and different from the following:
   a. reparations paid by the U.S. government to the Sioux Indians for lands illegally confiscated in 1877?
   b. reparations paid by the West German government to Jewish survivors of Nazi concentration camps?
   c. reparations paid by the U.S. government to Japanese Americans interned unconstitutionally in prison camps during World War II?
3. Do you agree or disagree that many problems faced today by the African-American community are the "legacy of slavery"? Why or why not?

C. **Small-Group Activity: Reparations Panel**

Step 1. Divide students into groups of three or four. Ask them to imagine that they are members of a presidential panel appointed to make recommendations on reparations for slavery.

Step 2. Distribute **Handout H: Reparations Panel** to students and review it with them. Make clear that they are to have reasons for each decision they make. Tell them to review the article they just read to help them with the activity.

Step 3. Give them time to complete the task. When they are ready, ask which groups, if any, favored option #1. Have them explain why they favored it and give other groups a chance to comment on

why they rejected it. Repeat this for all four options. Then ask for student-created options and discuss them. Finally, as a class, vote on the various options.

LESSON 12: EDUCATION FOR A DIVERSE NATION

OVERVIEW

In this lesson, students examine issues surrounding multicultural education. First, students read and discuss an article on multicultural education. Then students role play proponents of different curriculum and a school board that must decide on the curriculum.

OBJECTIVES

Students will be able to:

1. Explain the debate over multicultural education.
2. Decide whether to adopt a traditional, classics-based, or multicultural curriculum for a hypothetical school district.

STANDARDS ADDRESSED

U.S. History Standards for High School:

> Understands economic, social, and cultural developments in the contemporary United States. Specifically:
>
> > . . . the continuing debates over multiculturalism.

Civics Standards for High School:

> Understands diversity in American life and the importance of shared values, political beliefs, and civic beliefs in an increasingly diverse American society. Specifically:
>
> > . . . Knows examples of conflicts stemming from diversity, and understands how some conflicts have been managed and why some of them have not yet been successfully resolved.

PREPARATION

You will need a copy of **Handout I** for each student.

PROCEDURE

A. **Focus Discussion:** Ask students: "What is multicultural education?" Hold a brief discussion.

B. **Reading and Discussion:** Ask students to read **Education for a Diverse Nation** on page 52. Conduct a class discussion using the **Points of Inquiry** questions on page 54.

1. What were the origins of multicultural education?
2. What should the goals of multicultural education be? Why?
3. Do you agree with the critics of multicultural education? Why or why not?

C. **Role Play: School Board**

Step 1. Tell students that issues of multicultural education arise often (for example, when schools select textbooks or school districts set curriculum). Inform students that they are going to take part in a role play of a school board making a decision on English-Social Studies curriculum for the school district.

Step 2. Distribute **Handout I–Curriculum Choices** to each student. Tell students that the school board is considering adopting one of the three curriculums. Review them with the students.

Step 3. Divide the class into four groups. Assign one group as proponents of Proposal #1, another group as proponents of Proposal #2, a third group as proponents of Proposal #3, and let the last group role play the school board.

Step 4. Have each group meet separately. Tell the three proponent groups to develop arguments favoring their plans. Tell the school board to review the plans and to develop questions to ask the different proponents. Tell everyone to refer to the article.

Step 5. When the groups have developed their arguments, have each group choose three spokespersons to present arguments to the school board. Ask the members of the school board to sit in front, convene a meeting, and let the spokespersons talk. Tell the board that it can interrupt the presentations to ask questions.

Step 6. After all the spokespersons have presented, have the board discuss and vote on the proposals. After the vote, have each member state the reasons for his or her vote.

Step 7. Debrief by asking what were the strongest arguments on each side.

LESSON 13: BILINGUAL EDUCATION

OVERVIEW

In this lesson, students consider the use of English and other languages in America's diverse society. First, students read and discuss an article about bilingual education. Next, students role play members of a city council that must review arguments for and against a proposed ordinance that would regulate language usage on commercial signs.

OBJECTIVES

Students will be able to:

1. Evaluate the pros and cons of bilingual education.
2. Decide on a hypothetical ordinance regulating language on commercial signs.
3. Give informed reasons for their decision.

STANDARDS ADDRESSED

U.S. History Standards for High School:

> Understands economic, social, and cultural developments in the contemporary United States. Specifically:
>
> . . . Understands how recent immigration patterns impacted social and political issues.
>
> . . . Understands major contemporary social issues, e.g., bilingual education.

Civics Standards for High School:

> Understands the role of diversity in American life and the importance of shared values, political beliefs, and civic beliefs in an increasingly diverse American society. Specifically:
>
> . . . Knows how the . . . linguistic diversity of American society has influenced American politics through time.
>
> . . . Knows examples of conflicts stemming from diversity, and understands how some conflicts have been managed and why some of them have not yet been successfully resolved.

PREPARATION

You will need a copy of **Handout J** for each student.

PROCEDURE

A. **Focus Discussion:** Ask students to imagine that they have moved to country where they don't know the language. Ask them: "What do you think would be the best way for you to learn the new language and keep up in school?" Hold a brief discussion.

B. **Reading and Discussion:** Have students read **Bilingual Education** on page 55. Conduct a class discussion using the **Points of Inquiry** on page 58.

1. What is bilingual education? What is its purpose?
2. What was the Supreme Court's decision in *Lau v. Nichols*? Do you agree with it? Why or why not?
3. What are some arguments in favor of bilingual education? What are some arguments opposing it? Which do you agree with? Why?
4. Do you think bilingual education should be a political issue? Explain.

D. **Small-Group Activity—Signs**

Step 1. Divide the class into groups of three or four students. Explain that each group is going to role play a city council that is meeting to vote on proposals addressing the use of foreign languages on signs of community businesses.

Step 2. Distribute **Handout J—Signs** to each student. Review the handout and answer any questions that students may have. Allow students time to complete the activity.

Step 3. Have each city council group report its decision to the class and the reasons for its decision. Write any amendments on the board.

Step 4. Debrief the activity by having students vote on whether they favor the proposed ordinance or one of the amendments.

CIVIL CONVERSATION

As an additional activity, conduct a Civil Conversation using the reading on page 57 and the procedures outlined on page 25 of this guide.

LESSON 14: OUTLAWING HATE

OVERVIEW

In this lesson, students examine issues surrounding hate crimes. First, students read and discuss an article on hate crimes. Then in small groups, students role play state legislators and supporters and opponents of hate-crime legislation.

OBJECTIVES

Students will be able to:

1. State arguments supporting and opposing hate-crime legislation.
2. Decide whether hate-crime legislation should be adopted.
3. Give reasons for their decision.

STANDARDS ADDRESSED

U.S. History Standards for High School:

> Understands economic, social, and cultural developments in the contemporary United States. Specifically:
>
> > . . . Understands major contemporary social issues and the groups involved.

Civics Standards for High School:

> Understands the formation and implementation of public policy. Specifically:
>
> > . . . Knows a public policy issue at the . . . state or national level well enough to identify the major groups interested in that issue and explain their respective positions

PROCEDURE

A. **Focus Discussion:** Ask students: "If a person murders another person because of his race, do you think the person should be punished more severely than other murderers?" Hold a brief discussion.

B. **Reading and Discussion:** Ask students to read **Outlawing Hate** on page 59. Conduct a class discussion using the **Points of Inquiry** questions on page 61.

   1. What are hate crimes? Why is it difficult to determine if they are increasing or decreasing?
   2. How serious do you think the problem of hate crimes is in the United States? Explain.

3. Do you agree with the court's decision in *Wisconsin v. Mitchell*? Why or why not?
4. Do you think states and the federal government should pass hate-crime legislation? Explain.

C. **Small-Group Activity: Hate-Crime Bill**

Step 1. Remind students that many states are considering adopting hate-crime legislation. Tell students they are going to role play a legislative session on a proposed hate-crime law. Write the following proposed law on the board:

> Anyone who intentionally selected the victim of the crime because of the victim's race, religion, color, disability, sexual orientation, national origin, or ancestry shall have his or her sentence increased by 30 percent over the normal sentence.

Step 2. Divide the class into groups of three. Assign each student in each triad one of these three roles: state legislator, supporter of the bill, opponent of the bill.

Step 3. Have all the legislators, supporters, and opponents meet separately to prepare for the role play. Tell the supporters and opponents to think up their best arguments and tell the legislators to think of questions to ask each side. Tell everyone to refer to the article.

Step 4. Regroup into triads and begin the role play. The legislator should let the supporter speak first and then have the opponent speak. The legislator should ask questions of both. After both sides present, have the legislators move to the front of the room, discuss the proposed law, and vote. Each legislator should individually state his or her opinion on the bill.

Step 5. Debrief by asking what were the strongest arguments on each side.

CIVIL CONVERSATION

As an additional activity, conduct a Civil Conversation using the reading on page 62 and the procedures outlined on page 25 of this guide.

Chapter 5: Bringing Us Together

LESSON 15: PROMOTING DIVERSITY

OVERVIEW

In this lesson, students examine two models designed to promote diversity—the U.S. military and a federal task force on race. First, students read and discuss an article on these two models. Then, students work in small groups evaluating and proposing solutions to a hypothetical issue of diversity at a high school.

OBJECTIVES

Students will be able to:

1. Summarize two successful models of diversity.
2. Analyze and propose solutions to a hypothetical diversity problem.

STANDARDS ADDRESSED

U.S. History Standards for High School:

> Understands economic, social, and cultural developments in the contemporary United States. Specifically:
>
> . . . Understands major contemporary social issues and the groups involved . . . .

Civics Standards for High School:

> Understands the role of diversity in American life and the importance of shared values, political beliefs, and civic beliefs in an increasingly diverse American society. Specifically:
>
> . . . Knows different viewpoints regarding the role and value of diversity in American life.
>
> . . . Knows examples of conflicts stemming from diversity and understands how some conflicts have been managed and why some of them have not yet been successfully resolved.

PREPARATION

You will need a copy of **Handout K** for each student.

PROCEDURE

A. **Focus Discussion:** Hold a brief discussion by asking students: "What groups and organizations seem the most successfully integrated in America today?"

B. **Reading and Discussion:** Ask students to read **Promoting Diversity** on page 63. Hold a class discussion using the **Points of Inquiry** questions on page 65.

1. In what ways do you think diversity helps America?
2. What do think might be some problems of diversity in coming decades?
3. What do you think can be done to alleviate these problems?

C. **Small-Group Activity: Promoting Diversity**

Step 1. Explain to students that they are going to look at a question of diversity in a typical school situation. Inform them that using their own knowledge and skill they should decide whether this situation even is a problem and if so, how to deal with it.

Step 2. Divide the class into small groups of three or four students. Distribute **Handout K—Promoting Diversity** to each student. Review the handout and answer any questions students might have. Allow time for each group to complete the assignment.

Step 3. When they finish, go over each question separately. Have students discuss their answers. Encourage diverse viewpoints.

Step 4. Debrief the activity by asking students if this situation is similar to any situation in their school.

CIVIL CONVERSATION

As an additional activity, conduct a Civil Conversation using the reading on page 65 and the procedures outlined on page 25 of this guide.

LESSON 16: DIVERSITY CASE STUDIES

OVERVIEW

In this lesson, students examine actions that people their age can take to create intergroup harmony. First, students read about four school-based diversity programs. Then, they work in small groups to apply a diversity checklist to hypothetical conflicts involving race or ethnicity.

OBJECTIVES

Students will be able to:

1. Identify programs that address problems of diversity.
2. Apply a diversity checklist to hypothetical conflicts.

STANDARDS ADDRESSED

U.S. History for High School:

> Understands economic, social, and cultural developments in the contemporary United States. Specifically:
>
> . . . Understands how recent immigration and migration patterns impacted social and political issues.
>
> . . . Understands major contemporary social issues and the groups involved.

Civics Standards for High School:

> Understands the role of diversity in American life and the importance of shared values, political beliefs, and civic beliefs in an increasingly diverse American society. Specifically:
>
> . . . Knows examples of conflicts stemming from diversity, and understands how some conflicts have been managed and why some of them have not yet been successfully resolved.

PREPARATION

You will need a copy of **Handout L** for each student.

PROCEDURE

A. **Focus Discussion:** Ask students, "Have you ever witnessed a racist incident? What did you do?" Hold a brief discussion. Write the incidents on the board.

B. **Reading and Discussion:** Ask students to read **Diversity Case Studies** on page 66. Hold a class discussion using **Points of Inquiry** questions on page 68.

1. What problems of group interaction or diversity exist in your school or community?
2. How could these problems be addressed?

C. **Small-Group Activity: Practicing ERACISM**

Step 1. Tell students that they are going to make recommendations for action on some diversity problems using a diversity checklist as a guide. Ask them to read the **Diversity Checklist: ERACISM** on page 67. Hold a brief discussion about the ERACISM methods.

Step 2. Divide the class into small groups of three or four students. Distribute **Handout L—Eracism Episodes**. Review the handout and answer any questions students may have.

Step 3. Tell students to:

a. Review the Diversity Checklist on page 67 to determine which ERACISM suggestions might work to solve the problems described in the episodes below.

b. Develop a strategy to address each episode.

c. Be prepared to report their conclusions to the class.

Step 4. Allow students enough time to complete the activity. When all groups are done, have them report their choices to the class.

Step 5. Debrief the activity by asking if any of the methods on the ERACISM Checklist would have helped students deal actively with the racist episodes listed on the board in the Focus Discussion.

LESSON 17: ADDRESSING CHALLENGES OF DIVERSITY

OVERVIEW

In this lesson, students address a problem of diversity in their school or community with a civic participation project.

OBJECTIVES

Students will be able to:

1. Identify diversity problems in their school and community.
2. Determine the causes and effects of these problems.
3. Plan, implement, and evaluate a project to address a diversity problem.

STANDARDS ADDRESSED

U.S. History Standards for High School:

> Understands economic, social, and cultural developments in the contemporary United States. Specifically:
>
> . . . Understands how recent immigration and migration patterns impacted social and political issues.
>
> . . . Understands major contemporary social issues and the groups involved.

Civics Standards for High School:

> Understands how participation in civic and political life can help citizens attain individual and public goals.

PREPARATION

You may want to assign students to keep individual journals about the project. This will aid your individual evaluation of the students. You may also want to decide in advance: (1) How much class time can students spend on a project? (2) Will you limit the project to school or can students do a project that requires them to go off-site? (3) Will the whole class do one project or will separate groups do different projects? (4) Will you decide on a project in advance and guide the students to choose that project, or will you give the students several projects to choose from, or will you let the students design a project for themselves? **Note:** The more decisions students make themselves, the greater their buy-in to the project.

You will need a copy of **Handout M** for each student. This includes three pages: The Six Basic Parts of an Action Project; Project Planning; and Project Ideas. To provide students with more detailed help on a service project, you might consult *The Active Citizenship Field Guide* published by Constitutional Rights Foundation and Close Up Foundation.

PROCEDURE

A. **Reading and Discussion:** Ask students to read **Group Action Projects: Making a Difference** on page 69. Conduct a class discussion using the **Points of Inquiry** questions on page 69.

1. Anthropologist Margaret Mead once said: "Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it's the only thing that ever has." Do you agree? Explain.
2. What factors do you think make groups successful in their efforts? What factors might lessen their chance of success?
3. What organizations in your community might be concerned about reducing racial and ethnic conflict and promoting diversity?

B. **Introduction: Elements of an Action Project**

Explain to students that they are going to do an action project to deal with issues of diversity in their school or community. Set the guidelines (time, place, manner) for their projects. Distribute **Handout M —Action Packet** and discuss the **Six Basic Parts of an Action Project**. Answer any questions students may have.

C. **Narrowing Down the Problem**

Explain to students that diversity is too broad a problem to address. Ask students to brainstorm a list of diversity-related problems that apply to their own school or community. Have students meet in small groups, select the three top problems, and report back to the whole class. Get a class consensus on the problem that students want to work on.

D. **Researching a Problem**

Your students' research will depend on what problem they select and what they need to find out. In general, they should look for answers to four questions:

- What causes the problem?
- What are its effects on their school or community?
- What is being done about the problem?
- Who is working on the problem or interested in it?

Students should also be looking for ideas for action projects. A list of project ideas can be found on page 3 of **Handout M**. Students should report project ideas to the class.

E. **Planning the Project.** If small groups are doing different projects, have each group submit a completed project plan. If the whole class is doing the same project, you can plan the project as a whole group or you can assign a committee to submit a project plan for the whole class to review. The project plan should follow the steps on page 2 of **Handout M**.

F. **Implementing the Project.** If the whole class is doing the project, tasks may be divided among committees with a project coordinating committee overseeing the entire project.

G. **Evaluating the Project.** Do a formal evaluation of the project's success. Have students also evaluate how well they planned, how well they worked as a team, and what they learned from the project.

LESSON 18: PANEL DISCUSSION

OVERVIEW

In this culminating activity, students discuss issues raised by *The Challenge of Diversity*.

OBJECTIVES

Students will be able to:

1. Develop arguments on controversial issues.
2. Gain insights into controversial issues.
3. Express their viewpoints on controversial issues.

STANDARDS ADDRESSED

U.S. History Standards for High School:

> Understands economic, social, and cultural developments in the contemporary United States. Specifically:
>
> > . . . Understands major contemporary social issues and the groups involved.

Civics Standards for High School:

> Understands the role of diversity in American life and the importance of shared values, political beliefs, and civic beliefs in an increasingly diverse American society. Specifically:
>
> > . . . Knows examples of conflicts stemming from diversity, and understands how some conflicts have been managed and why some of them have not yet been successfully resolved.
>
> Understands the formation and implementation of public policy. Specifically:
>
> > . . . Knows a public policy issue at the . . . national level well enough to identify the major groups interested in that issue and explain their respective positions.

PREPARATION

You will need a copy of **Handout N** for each student.

PROCEDURE

A. **Focus Discussion:** Ask students: "What do you think were the most important issues we discussed in *The Challenge of Diversity*? Why?" Hold a brief discussion.

B. **Small-Group Activity: Panel Discussion**

Step 1. Inform students that they are going to discuss some issues raised by *The Challenge of Diversity*.

Step 2. Divide the class into groups of five or six students. Distribute **Handout N—Panel Discussion** to each student. Review the handout. Give students time limits on the discussion and have them begin.

Step 3. Call time. Call on reporters from each group to tell their answers to question #1. Repeat the process for each question.

CONDUCTING A CIVIL CONVERSATION IN THE CLASSROOM

OVERVIEW

Controversial legal and policy issues, as they are discussed in the public arena, often lead to polarization, not understanding. This Civil Conversation activity offers an alternative. In this structured discussion method, under the guidance of a facilitator, participants are encouraged to engage intellectually with challenging materials, gain insight about their own point of view, and strive for a shared understanding of issues.

OBJECTIVES

Students will be able to:

1. Gain a deeper understanding of a controversial issue.
2. Identify common ground among differing views.
3. Develop speaking, listening, and analytical skills.

FORMAT OPTIONS

1. Conversations for classroom purposes should have a time limit generally ranging from 15 to 45 minutes and an additional five minutes to reflect on the effectiveness of the conversations. The reflection time is an opportunity to ask any students who have not spoken to comment on the things they have heard. Ask them who said something that gave them a new insight, that they agreed with, or disagreed with.

2. A large-group conversation requires that all students sit in a circle or, if the group is too large, pair the students so that there is an inner and outer circle with students able to move back and forth into the inner circle if they have something to add.
3. Small-group conversation can be structured either with a small group discussing in the middle of the class "fish bowl" style or simultaneously with different leaders in each group.

PREPARATION

You will need a copy of **Handout O** for each student.

PROCEDURE

A. **Introduction:** Briefly overview the purpose and rationale of the Civil Conversation activity. Distribute copies of **Handout O—Civil Conversation**. Review the rules.

B. **Reading Guide:** Review, select, and refer students to one of the Civil Conversations in the text. Have students working in pairs complete the reading by following the instructions and responding to the questions in the Civil Conversation Reading Guide.

C. **Conducting the Activity**

Step 1. Select one of the formats and time frames from above and arrange the class accordingly.

Step 2. If selecting the large-group format, the teacher leads the discussion using the procedures from below. If using a small-group format, write the following procedures on the board and review them with the class. Then select co-conversation leaders for each group.

LEADERS' INSTRUCTIONS

- Begin the conversation, by asking every member of the group to respond to questions 3 and 4 of the Reading Guide. Members should not just repeat what others say.
- Then ask the entire group to respond question 5 and jot down the issues raised.
- Continue the conversation by discussing the questions raised.

Step 3. Debrief the activity by having the class reflect on the effectiveness of the conversation. Begin by asking students to return to the Reading Guide and answer questions 6 and 7. Then ask:

- What did you learn from the Civil Conversation?
- What common ground did you find with other members of the group?

Then ask students who were not active in the conversation to comment on the things they learned or observed. Conclude the debriefing by asking all participants to suggest ways in which the conversation could be improved. If appropriate, have students add the suggestions to their list of conversation rules.

FINAL ASSESSMENT

OVERVIEW

This is a short-answer and essay test that can be given to students.

OBJECTIVES

Students will be able to:

1. Take a short-answer and essay test on *The Challenge of Diversity.*

PREPARATION

Select the questions that are most appropriate for your students and prepare the examination.

PROCEDURE

There are a variety of ways to administer the test. You can give it one day or over a course of days. If you look on the test as more of a learning experience than a formal assessment, you may choose to give one question at a time and let students work in small groups to brainstorm answers before letting individual students write their answers.

Following the test, debrief by going over the questions and answers.

ADDITIONAL RESOURCES FROM CONSTITUTIONAL RIGHTS FOUNDATION

These Constitutional Rights Foundation materials may be of interest to teachers and students using the *Challenge of Information*:

Foundations of Freedom: A Living History of our Bill of Rights. This highly illustrated text traces the 200-year history of the Bill of Rights. Teacher's guide available.

Active Citizenship Today Field Guide. A step-by-step manual for student action projects.

American Album: 200 Years of Constitutional Democracy and *To Promote the General Welfare.* Both are supplementary texts (with teacher's guides) perfect for U.S. history classrooms.

Bill of Rights in Action. This quarterly curricular newsletter is distributed free to educators throughout the United States. (If you are not in the United States, you can download it from our web site–www.crf-usa.org/.) In a typical issue, there are three curricular pieces based on a theme–one for U.S. history, another for world history, and a third for U.S. government. Each piece has a balanced reading, discussion questions, and an interactive activity. To subscribe, send us your U.S. mailing address and a brief description of what you teach. You can send this information via fax, e-mail, or regular mail.

Constitutional Rights Foundation publishes a wide variety of curricular materials. You can send for a catalog or view it at our web site. URL: http://www.crf-usa.org

The Debate

Background. Following the Constitutional Convention in Philadelphia, the Constitution needed to be ratified by nine states to go into effect. Each state held a special convention to decide on ratification.

The future of the nation was at stake. The English, French, and Spanish still posed external threats to the states. An armed rebellion had rocked Massachusetts recently. The states clearly needed to defend themselves. The Articles of Confederation had failed, and the country was floundering.

Everyone was talking about one thing: Should the states start over under the new Constitution? It would provide for a strong defense. It would allow Congress to regulate trade and impose taxes. It seemed like it would help solve many of the problems the states faced.

But it also raised many issues. One set of issues concerned the compromises on slavery that had been made to get Southern states to agree to the Constitution. One reason for these compromises was that many people at the time mistakenly thought that slavery was dying as an institution. They thought it had no economic future.

Your role. Imagine that you are a delegate to the Massachusetts convention. You oppose slavery and are concerned about the various compromises made to the slave states. (See **The Constitution and Slavery**, pages 6–7, for details on these compromises). Tomorrow, the convention will discuss these compromises. **The question for debate is: Should the Constitution be adopted even though it has these compromises on slavery?**

You will be called on to make a one-minute speech on this issue. Prepare a written statement that you will turn in (as a record of your speech for the newspapers). When you deliver your speech, you must not read your statement. This will not impress the convention. You should give a persuasive speech meant to sway the members of the convention either to:

- ratify the Constitution (despite the concessions to the South on slavery)
  OR
- not ratify the Constitution (because of the concessions to the South on slavery)

Your speech and written statement should:

A. Include specific references to the concessions to the South.
B. Answer the question: Should the Constitution be adopted even though it has these compromises on slavery?
C. Give reasons for your answer.
D. Be persuasive.
E. Reflect the time period. (You are supposed to be a person of that time. Don't give a speech that uses knowledge of events that took place after 1787.)

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Biographical Profile

America is a nation of immigrants. Our country has gained tremendously from contributions by people from many different ethnic groups. In this activity, you will research and create a biographical profile on one historical or current American.

1. Select one of the following persons:

Alvarez, Aida	Huerta, Dolores	Resnick, Judith A.
Armstrong, Louis	Hurston, Zora Neale	Rockefeller, John D.
Baca, Elfego	Inouye, Daniel K.	Salk, Jonas
Brandeis, Louis	Jordan, Barbara	Scalia, Antonin
Campbell, Ben Nighthorse	Kwan, Michelle	Smith, Al
Cayetano, Benjamin	Korematsu, Fred T.	Tan, Amy
Crazy Horse	LaGuardia, Fiorello	Truth, Sojourner
Douglass, Frederick	Lin, Maya	Valdez, Luis
Drew, Charles Richard	Marshall, Thurgood	Washington, Booker T.
Du Bois, W.E.B.	Means, Dennis	Woods, Tiger
Escalante, Jaime	Picotte, Susan LaFlesche	Yang, Jerry

2. Use the questions in **Diversity Checklist: BIO** on page 20 to help you think of questions to answer in your profile. The vast majority of your profile should focus on the questions under "Outcome in America."

3. Research. Use a variety of sources for your profile. Consider the following:

   The Internet. Start at Constitutional Rights Foundation's Research Links. It has a section devoted to biography links. URL: http://www.crf-usa.org/links/research1.html

   Library. Start with more general reference books like encyclopedias and history books before looking at magazine and newspaper articles. Biographies, autobiographies, and oral histories are rich sources. Ask the reference librarian for help.

4. Write your biographical profile.

5. Be prepared to present your biographical profile in an interesting way to the whole class.

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Addressing Problems of Diversity Today

Below are three contemporary problems of diversity. As a group, imagine that you are in the situations described. Decide how you would address each problem. Develop a plan for each. Use **Diversity Checklist: ABLE** on page 28 of *The Challenge of Diversity* to help you. Be prepared to describe your plan to the class.

Case 1: Whose Dance Is It, Anyway?

Last year, black, Latino, and white students disagreed over the choice of music at the school dances at Rockford High. Whenever members of one group didn't like the music, they would refuse to dance and make fun of the people dancing. The school administration has grown so concerned that it has threatened to cancel the dances if the conflicts continue. You are members of the dance committee. How would you address this problem?

Case 2: Are You Following Me?

A local store close to Rockford High carries student supplies. Many minority students complain that store security guards follow their every move within the store. None has been stopped by the guards but the students feel intimidated and harassed. You are students at Rockford High. How would you address this problem?

Case 3: Is Bad News Good News?

KXXX–TV covers the local news in Rockford. Lately, this popular station has increased its focus on violence and youth crime. Now, the KXXX news van only comes to Rockford's poor and minority neighborhoods when there is a murder, robbery, or drug arrest. Young people and parents are complaining that the televised violence does not accurately reflect what is going on in their community. You are community members. What would you do to address this problem?

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Equal Protection of the Laws

You are justices on the U.S. Supreme Court. You must decide the three equal protection cases below. To analyze each case, use **Diversity Checklist: SCOPE** on page 33 and **In the Courts,** pages 30–34. Give reasons for your decisions.

Case #1: University Elementary School. One state's public university runs an elementary school on its campus. The elementary school serves as a research laboratory to test new teaching methods. The school carefully enrolls elementary students to make sure the student body represents a cross-section of the state's various ethnic and economic groups. A white couple has sued. Their girl was denied admission because the school already had enough white students.

Does the university denying the child's admission on account of her race violate the 14th Amendment's equal protection of the laws? YES NO Explain.

Case #2: The J Club. The J Club is an exclusive private club in a major city. Many of the city's most important business people belong, and many vital business connections are made there. The club has traditionally excluded minorities. Harry Smith, a prominent African-American businessman, recently arrived from another city, applied for membership, and was turned down on account of his race. Smith has sued saying the denial violates the 14th Amendment.

Does the J Club's denial of Smith's membership violate the 14th Amendment's equal protection of the laws? YES NO Explain.

Case #3: Serial Killer. Following a series of violent murders in a city, police have determined that the suspect is a black male who drives a red pickup truck. Police have started pulling over for minor traffic infractions all black men driving red pickup trucks. A black male who was pulled over has sued to stop police from continuing this practice.

Does the police practice of pulling over drivers because they are black, male, and driving red pickups violate the equal protection clause of the 14th Amendment? YES NO Explain.

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Legislative Adviser

Imagine that you are advisers to a member of the U.S. Congress. Tomorrow, Congress is going to vote on a proposal to establish a guest-worker program. Your assistants have prepared an overview of the problem, the details of the guest-worker program, and its pros and cons. Work as a group to form an opinion about the program from this information. Be prepared to give your reasons for favoring or opposing the guest-worker program.

The problems giving rise to the program:

1. Despite all efforts to patrol U.S. borders, illegal immigrants are crossing the border in increasingly high numbers.
2. Southwestern states have many farms, resorts, and other businesses that have a difficult time finding workers.

The details of the program: The guest-worker program would:

1. Allow a controlled number of temporary workers into the United States, thereby reducing the flow of illegal workers across the border.
2. Address labor shortages by making it legal for farmers and other businesses to employ Mexican citizens as temporary workers in the United States. This program would:
   A. Establish an employment service to match available workers with farmers and other businesses.
   B. Allow American businesses to offer a housing allowance rather than providing actual housing for temporary workers.
   C. Make Mexican citizens eligible for permanent residence in the United States if they work on U.S. farms or other businesses for four consecutive years.

Pros (according to supporters of the program): Because of unemployment in Mexico and the need for workers in the United States, illegal immigrants will continue to enter the United States seeking employment. The temporary worker program would slow the flood of illegal immigrants. Word would get out that you can work in the U.S. legally. People wouldn't have to risk their lives to cross the border illegally. In addition, the program would provide much-needed workers for farms, hotels, restaurants, and the construction industry. These are low-paying jobs that most U.S. citizens do not want.

Cons (according to opponents of the program): The program simply allows large farming corporations and other businesses to profit from a legalized surplus of cheap labor from Mexico. U.S. citizens will do these jobs if they are paid a fair wage and provided with decent working conditions. This would solve the shortage of workers. In addition, temporary worker programs have a history of abuse including low pay, poor living quarters, and inhumane working conditions. Workers who objected were deported. Who would prevent this from happening again?

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Measuring Progress

The article you read gave two opposing views on whether race relations are improving in America today. This topic can generate great controversy. The purpose of this assignment is to help you gain different perspectives on the subject.

Assignment

Part 1. Find three people to interview. The first part of your assignment is to find three people of different ages to interview on this topic. You should interview:

1 person over age 60.

1 person between the ages of 40 and 50.

1 person between the ages of 15 and 25 (this must be another person—not you).

You should interview people you know. (A telephone interview is fine.)

Part 2. Conduct the interview and take notes. Tell all your interviewees that this is an anonymous interview and that you will not reveal their identity other than their age category.

For the interviews, ask each person: Have race relations gotten better or worse in your lifetime? Ask each to think about this question carefully before answering. Ask each to:

(1) Tell you the reasons for their opinion.

(2) Explain what their opinion is based on (personal experience, reading, the media, etc.).

(3) Give you examples of how relations have gotten better or worse.

Part 3. Write up the interviews. Write a separate paragraph for each. In each paragraph, you should include the following information:

(a) their age category

(b) how they answered the question

(c) their reasons for their opinion

(d) examples they gave

In a final paragraph, give your opinion on whether race relations have gotten better or worse. Again, give your answer, your reasons, and examples.

Date assignment is due: _____

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Regents

You are members of the board of regents of your state's public university system. This system has traditionally been one of the finest in the nation. The regents are re-evaluating the university's current affirmative action program. The regents are considering the three options listed below. Use **Diversity Checklist: GRADE** on page 47 to help you evaluate the three policy options. As a group, evaluate each option, discuss each, and decide on one. Write your decision in the space below and give the reasons for your decision.

Option #1: Retain the current affirmative action program. The current program allows university officials to use race and ethnicity as one factor in admissions. Other factors include grades, SAT scores, and outside activities. This policy has increased dramatically the numbers of blacks and Latinos in the university system. The percentage of these minorities enrolled almost equal their percentage in the state's population. This policy's most important supporters are black and Latino organizations, liberal political groups, and many faculty members.

Option #2: Adopt a color-blind policy. This would eliminate race as a factor in admissions. The only factors university officials could consider would be grades, SAT scores, and outside activities. This policy at first would probably result in far fewer blacks and Latinos being admitted to the university system, but supporters say this policy is much fairer and will raise standards at the university. This policy's most important supporters are conservative political groups.

Option #3: Adopt a top-3-percent policy. Under this policy, the top 3 percent of graduates from each high school in the state would automatically be eligible to attend the state university system. For the remaining slots at the university, officials would admit students on the basis of grades, SAT scores, and outside activities. This is a color-blind policy, but it would retain more minorities than option #2. The top students at inner-city schools, who may have strong grades but weak SATs, would be admitted. This policy's most important supporters are conservatives and liberals who feel uncomfortable with race preferences, but don't like the consequences of option #2.

Our choice is option #_____.

The reasons for our choice:

_____

_____

_____

_____

_____

_____

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Handout H

Reparations Panel

The president has appointed you as members of a blue-ribbon panel. The panel is to make recommendations on reparations for slavery. Below are four options that have been suggested to the panel. Discuss each. Decide on the one option you favor and the ones that you reject. Write down your reasons for each decision. If you want, you may create a different option. Write it in the fifth space and explain your reasons for favoring it.

Option 1. The federal government should make a monetary payment to each African American. FAVOR REJECT Reasons for your decision:

Option 2. The federal government should make a monetary payment to each African American on condition that affirmative action and other racial-preference programs are abolished. FAVOR REJECT Reasons for your decision:

Option 3. The federal government should finance a national development fund to benefit the African-American community. FAVOR REJECT Reasons for your decision:

Option 4. The federal government should not pay reparations for slavery. FAVOR REJECT Reasons for your decision:

Option 5.

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Multicultural Curriculum

Proposal #1: Multicultural Curriculum

This curriculum draws on a broad range of cultures. It will provide students with an understanding of diverse viewpoints and cultures, which is necessary in our multicultural society.

	Social Studies	English
Grade 9	World Cultures and Geography	World literature (Western writers)
Grade 10	World History	World literature (non-Western writers)
Grade 11	U.S. History	American literature from different ethnic groups
Grade 12	Contemporary American Problems (issues of equality, racism, and gender)	Contemporary American literature: Toni Morrison, Amy Tan, Sandra Cisneros

Proposal #2: Western Civilization Curriculum

This curriculum will provide students with a solid background in the ideas and values that have influenced the development of U.S. culture and democracy. Students will be reading, discussing, and writing about the important works of Western civilization.

	Social Studies		English	
Grade 9	History of Ancient Greece and Rome		Greek and Roman literature: Greek mythology, Aeschylus, Homer, Ovid, Virgil	
Grade 10	Western Civilization to the Middle Ages	Western Civilization from Middle Ages to 1789	Bible	Shakespeare
Grade 11	U.S. History and Government		American literature: Twain, Whitman, Emerson, Melville, Faulkner, Hemingway	
Grade 12	Western Civilization from 1789 to the Present		Modern Western literature: Hugo, Dickens, Conrad, Tolstoy, Kafka, Chekhov	

Proposal #3: Current Curriculum

This is the current curriculum. It is used by many school districts. It combines elements from both Western civilization and multicultural curriculums and includes courses on social science.

	Social Studies		English
Grade 9	Introduction to Social Science		Introduction to Literature
Grade 10	World History		World Literature
Grade 11	U.S. History		American literature
Grade 12	Government	Economics	Contemporary literature

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Signs

You are members of the Montgomery City Council. Since 1980, a large number of foreign-language signs have appeared in Montgomery's business district. Some citizens have complained because they cannot read signs in a foreign language. Others have expressed concern about foreign language signs and public safety. In response, a city ordinance has been proposed to address the issue of foreign language signs on local businesses.

As a council, do the following:

1. Read the ordinance.
2. Read and discuss the arguments supporting and opposing the ordinance.
3. Decide what to do about the ordinance. You have three choices. As city council members, you can:
   - Vote **for** the ordinance.
   - Vote **against** the ordinance.
   - Vote to change, or **amend**, the ordinance. If you amend the ordinance, write your new version on a separate sheet of paper.
4. Be prepared to report on your vote and your reasons for it.

Proposed City Ordinance # 103.5: Commercial Signs All words on signs displayed by businesses in areas zoned as commercial must be in English only. In addition, each business must have a sign that (1) describes the nature of the business and (2) tells the street location (for example "1234 Main Street") in letters no smaller than 3 inches high.

You have held a meeting to hear the public's response to the proposed ordinance. The arguments on both sides are summarized below.

Arguments supporting the ordinance.

- The English language unites America. Immigrants and long-term residents of our community must be able to talk to each other to avoid racial and ethnic conflict. Foreign-language signs are divisive because they discourage communication. Properly used, English can accurately describe the goods and services of any ethnic culture.
- Police, fire, and medical emergency teams must be able to find the location of an emergency quickly and efficiently. Signs that describe business locations in foreign languages prohibit the quick and efficient location of emergency situations.

Arguments opposing the ordinance.

- A person's primary language is an important part of his or her culture. Business signs are a form of speech. Under the First Amendment, minority business owners should be guaranteed freedom of speech by being allowed to communicate with their customers in their own language.
- It's not right to tell businesses what to put on their signs. As the businesses expand and serve more English-speaking customers, they will probably put up English-language signs. But this should be a business decision—not a government decree.

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Promoting Diversity

The following is a situation that occurs in many high schools:

> Central High draws students from all over the city. It is racially and ethnically diverse. Central High has a great football team and frequently sends finalists to the academic decathlon.
>
> Although its student body is diverse, students tend to hang out with students of the same race or ethnicity. In the halls, at lunch, in pick-up sports games, you'll see black students together, Asian students together, white students together, and Spanish-speaking students together. Seldom do any members of different groups gather together voluntarily. Even so, there have been few complaints of trouble among the groups.

As a group, discuss and answer the following questions. Be prepared to report your answers back to the class.

1. Why do you think students gather in racial or ethnic groups?

2. Do you think it is a problem? _____ Why or why not?

3. What methods or activities, if any, might bring students together in diverse groups? (If your answer is none, explain why.)

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Eracism Episodes

Problems of diversity arise in everyday life. Below are four episodes that could occur at any high school. Think about each and figure out what you would do in the situation.

Instructions:

- Review the Diversity Checklist on page 67 to determine which ERACISM suggestions might work to solve the problems described in the episodes below.
- Develop a strategy to address each episode. Write your plan on a sheet of paper.
- Be prepared to report your conclusions to the class.

Episode #1: You are a member of the Side Hill Dodgers. Every Monday and Thursday night during baseball season, the Side Hill Dodgers show up at Buena Vista Park to play softball. On Friday nights, the Dodgers play pickup teams from other neighborhoods. All the Dodgers belong to the same ethnic group. Brett wants to join the Dodgers. Brett is a good player but is a member of a different ethnic group. Some members of the team don't want to allow Brett to join the team. What would you do?

Episode #2: A group of the most popular students in school have started imitating a radio disk jockey who makes racist jokes. They say that the DJ isn't racist and neither are they because they insult everyone equally. What would you do?

Episode #3: Shawn says that the lifeguard down at the pool has been picking on him again. First, he stopped Shawn from sneaking in. Shawn says the pool should be free. Next, the lifeguard got on Shawn's case every time he jumped into the pool during the little kids' hour. Shawn says he was just trying to cool off. Finally, the lifeguard kicked Shawn out of the pool for running. Shawn said all he was doing was catching up with some friends who were walking to the snack bar. Shawn says the lifeguard is a racist. What would you do?

Episode #4: This new girl named Wallis has been bugging Devon to get together with her. Devon doesn't want to. Devon is very busy with two Advanced Placement classes and her commitment to the basketball team, but she has some free time. Wallis comes from another country, doesn't speak English very well, and acts very shy. Devon feels uncomfortable around Wallis and doesn't want to hang out with her. Devon has come to you: She wonders if she is a racist for not wanting to spend time with Wallis. What would you say to Devon?

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Action Packet

SIX BASIC PARTS OF AN ACTION PROJECT

Here are the six basic parts of an action project.

Part 1: Select a Problem

Get your group together and brainstorm problems of diversity. From your brainstorm list, choose one problem to focus on. To help you decide, ask the following questions: Which problem affects your school or community the most? Which would be most interesting to work on? Which could be worked on most easily? Which would you learn the most from?

Part 2: Research the Problem

The more you know about a problem, the more you'll understand how to approach it. Try to find out as much as you can about these questions: What causes the problem? What are its effects on the community? What is being done about the problem? Who is working on the problem or is interested in it? To find answers to these questions, try the following:

Look on the Internet. A good place to start searching on the Internet is at Constitutional Rights Foundation's Research Links. URL: **http://www.crf-usa.org/links/research1.html**

Use the library. Look up newspaper and magazine articles. Ask the reference librarian for help.

Survey community members. Ask questions of people you know. Conduct a formal written survey of community members.

Interview experts. Call local government officials. Find people at non-profit organizations that work on the problem.

Part 3: Decide on an Action Project

Think of project ideas that would address the problem your team has chosen. Make a list. As a team, decide on the top *three* project ideas. Think about the pros and cons of each project idea. Evaluate each in terms of your available time, materials, and resources. Select the most suitable one.

Part 4: Plan the Project

To prevent false starts or chaotic results, you need a plan. See Project Planning on page 2 of **Handout M** for details.

Part 5: Do the Project

Part 6: Evaluate the Project

While implementing the project, it's important to evaluate—to think about how you are doing and figuring out how you can do things better. At the end of the project, you'll want to evaluate how you did. To make evaluating easy, you'll need to plan for it.

In addition to evaluating the project's results, be sure to examine how well your group worked together and what you learned as an individual.

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Action Packet

PROJECT PLANNING

On paper, create a project plan that includes these nine steps:

Step 1. Invent a catchy name for your project. Use it on anything you create for the project–fliers, posters, letterhead, etc.

Step 2. Write down the names of your team members. Consider the strengths and talents of each team member so you can make the best use of everyone on the project.

Step 3. Describe your problem with a single sentence. Describing your problem clearly and simply can help you plan your project. Then record what you already know about the problem by answering these questions: (1) What causes the problem? (2) What are its effects on the community? (3) What do people affected by the problem want done?

Step 4. Describe your goals. Be practical. Can you achieve your goals? Keep your goal statement clear and simple, like your problem statement. Goals help chart your course.

Step 5. Describe your project in two or three sentences. Look at your problem statement and goals. How will your project deal with the problem and address your goals?

Step 6. Make a list of groups or individuals in your community who might help you with your project. Government, non-profit, and business organizations may already be working on the problem or they may be interested in it.

Step 7. How will you achieve your goals? Write down the steps of your plan. Explain how the project will work.

Step 8. Once you have decided on the steps to your plan, break the steps down into tasks. Think of everything that needs to be done. Then assign people jobs that they want to do and *can* do. Put someone in charge of reminding people to do their tasks. Set a deadline for each.

Step 9. How will you measure the success of the project? Here are three ways to evaluate a project. Pick the best ways and figure out how to do them for your project.

(1) **Before-and-After Comparisons.** You can show how things looked or how people felt before your project, then show how your project caused changed. You might use the following to make comparisons: photos, videos, survey results, or test scores.

(2) **Counting and Measuring.** You can count or measure many different things in a project. For example: How many meetings did you have? How many people attended? How many voters did you register? How much time did you spend? Numbers like these will help you measure your impact on the community.

(3) **Comparisons With a Control Group.** You may be able to measure your project against a control group–a comparable group that your project does not reach. If, for example, you are trying to rid one part of town of graffiti, you could compare your results to another part of town with the same problem.

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Action Packet

PROJECT IDEAS

A community needs to find ways to promote diversity. Working together, students, teachers, and concerned citizens can develop projects to help the community. Here are a few project ideas to get you started, but keep in mind that often, the most effective projects are those you create yourself.

- Work in groups to collect oral histories from people of different backgrounds. Create a book, video, or dramatic re-telling of these histories to present to the rest of the school.
- Trace students' foreign-born ancestry and create coats of arms featuring images that represent each family's origins. Transfer the collected images onto a backdrop to create a diversity quilt or mosaic that can be hung in a school hallway or auditorium.
- Organize ERACISM teams to teach bias-awareness and conflict-resolution skills to younger students, focusing on issues of racial and ethnic conflict.
- Start a media literacy club to discuss how newspapers, books, films, and television deal with issues of diversity.
- Form a racially diverse drama club to create sketches and plays dealing with issues of diversity.
- Organize a multicultural festival featuring the food, clothing, and art forms of various cultures.
- Create a cultural heritage museum featuring artifacts and historical accounts of the diverse races, cultures, and nationalities that are today part of your community.
- Organize a casual conversation class where ESL students and English-only students can meet and converse. Add a second language section to your school newspaper.
- Invite law-enforcement officers to your school to discuss issues of bias-awareness, stereotyping, and police-community relations.
- Organize a cross-cultural or international pen pal program with students from other schools, states, or nations.
- Create a questionnaire and conduct a diversity-awareness survey. This information- gathering activity is an effective way to begin other diversity action projects.
- Organize a community forum moderated by students on issues of diversity. Invite speakers with different viewpoints.
- Hold a school-wide diversity poster competition.

You're not alone. Look around. You will probably find other individuals and groups in the community who want to address problems of ethnic and racial conflict and promote diversity. Talk to:

Parents	Legal Aid Organizations	Civic Organizations
Youth Groups	Religious Groups	Non-Profit Groups
Police	Civil Rights Organizations	
Local Officials	Business Organizations	

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Panel Discussion

As a final activity, the class will discuss in groups some of the issues raised by *The Challenge of Diversity*.

In your group, do the following:

1. **Decide on roles for group members.** Select who will be . . .
   - Discussion leader—leads the discussions.
   - Recorder—takes notes on the discussions.
   - Reporter—reports the discussions to the class.
   - Timekeeper—keeps track of time for the group.
   - Task master—makes sure the group follows the discussion rules below.
2. **Discuss each question below fully.**
3. **Prepare to report your discussion to the class.** All members should help the reporter prepare.

#	Discussion Question
1	What is the status of race relations in America today?
2	What do you think are the most important problems of diversity in America today?
3	What do you think should be done to address these problems?

Discussion Rules

1. Everyone should participate in the discussion.
2. Listen carefully to what others are saying.
3. Ask clarifying questions if you do not understand a point raised.
4. Be respectful of what others are saying.
5. Focus on ideas, not personalities.

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Civil Conversation

RULES FOR CIVIL CONVERSATIONS

1. Read the text as if it were written by someone you really respected.
2. Everyone in the conversation group should participate in the conversation.
3. Listen carefully to what others are saying.
4. Ask clarifying questions if you do not understand a point raised.
5. Be respectful of what others are saying.
6. Refer to the text to support your ideas.
7. Focus on ideas, not personalities.

CIVIL CONVERSATION READING GUIDE

Reading _____

Read through the entire selection without stopping to think about any particular section. Pay attention to your first impression as to what the reading is about. Look for the main points and then go back and re-read it. Briefly answer the following:

1. This selection is about _____
2. The main points are:
   a) _____
   b) _____
   c) _____
3. In the reading, I agree with _____
   _____
4. I disagree with _____
   _____
5. What are two questions about this reading that you think need to be discussed? (The best questions for discussion are ones that have no simple answer, ones that can use materials in the text as evidence.)
   _____
   _____

The next two questions should be answered after you hold your civil conversation.

6. What did you learn from the civil conversation? _____
   _____
7. What common ground did you find with other members of the group? _____
   _____

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Final Assessment

Answer these questions in one or two sentences:

1. What is an ethnic group?
2. What are two things the court decided in *Dred Scott v. Sandford*?
3. Who was Thurgood Marshall?
4. Who was Cesar Chavez?
5. Following the Civil War, Congress enacted the 13th, 14th, and 15th amendments.
   A. What was the 13th Amendment?
   B. What was the 14th Amendment?
   C. What was the 15th Amendment?
6. When the federal troops left the South in 1877, white supremacists soon returned to power. They passed Jim Crow laws. What were Jim Crow laws?
7. Which amendment did Jim Crow laws seem to violate? Why?
8. What did the Supreme Court decide in *Plessy v. Ferguson*?
9. What was one method that Southern states employed to deny African Americans the vote?
10. Very Short Essay (one paragraph): Choose one of these groups: (1) Native Americans, (2) Asian Americans, (3) Mexican Americans, (4) Irish Americans, or (5) Italian Americans. In one paragraph, tell:
    a. when, how, and why the group you chose came to America
    b. the struggles members of the group faced in America

Essay Questions:

11. How did the founders deal with slavery? To answer this question, your essay should:
    a. Tell the difficulty the founders had with slavery by explaining . . .
       (1) the ideal of equality in the Declaration of Independence.
       (2) how many of the founders felt about slavery.
       (3) why slavery was important to the South.

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Final Assessment

b. Name at least two compromises on slavery that were put in the Constitution.

c. Explain why Northern states agreed to these compromises.

d. Express an opinion supported by two reasons on whether you think the Constitution should have been adopted even though it had these compromises.

12. What did the civil rights movement achieve? To answer this question, your essay should:

a. Describe the problems the civil rights movement was trying to overcome.

b. Discuss the following events during the civil rights era and what they achieved:

(1) at least one major protest.

(2) at least one major Supreme Court decision.

(3) the two major civil rights laws.

c. Conclude with your opinion supported by two reasons on why the civil rights movement was important.

13. Do you think race relations have improved since the civil rights movement ended in the 1960s? To answer this question, your essay should:

a. Give three examples that indicate that relations have gotten better.

b. Give three examples that indicate things have gotten worse.

c. Give your opinion, citing at least three reasons.

14. Choose one of these policies: (1) affirmative action, (2) bilingual education, or (3) hate-crime legislation. Write an essay on the policy you have chosen. Your essay should:

a. Explain the policy and tell what problem it addresses.

b. Describe one important court decision related to the policy.

c. Give at least two arguments in favor of the policy.

d. Give at least two arguments against the policy.

e. Tell whether you favor the policy and why.

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